

Stakeholder Participation in Brigada Eskwela: Toward a Sustainable School–Community Partnership Plan in Sorsogon City

Narlyn J. Dechavez¹ and Danilo E. Despi, Ed.D.²

^{1,2}Annunciation College of Bacon Sorsogon Unit Inc., Philippines

Email: ¹narlyn.dechavez@deped.gov.ph and ²dando2709@gmail.com

Abstract— The study investigated stakeholders' participation in the Brigada Eskwela initiative, examining execution across planning, resource mobilization, physical implementation, and monitoring. It further explored the distinct forms of support provided, impacts on institutional readiness, operational challenges, and pathways toward long-term sustainability. Findings revealed that effective community engagement relies heavily on decentralized, bottom-up consultation and micro-donation strategies rather than top-down mandates. This study adopted a qualitative phenomenological design to capture the lived experiences of stakeholders participating in Brigada Eskwela in Sorsogon City. By employing this design, the researcher was able to explore how school heads, teachers, parents, students, and community partners perceive their involvement, the challenges they encounter, and the sustainability of their participation..

Keywords— Brigada Eskwela, School-Community Partnership, Professionalized Volunteerism, School Readiness, Bayanihan Spirit, Collaborative Governance.

INTRODUCTION

Education in the Philippines has long been recognized as a shared responsibility among schools, families, communities, and government institutions. This collective responsibility is most visibly expressed through Brigada Eskwela, also known as the National Schools Maintenance Week, which mobilizes stakeholders to prepare public schools for the opening of classes. Since its inception in 2003, Brigada Eskwela has become a flagship program of the Department of Education (DepEd), embodying the Filipino spirit of bayanihan and demonstrating the power of collective action in ensuring that learners have safe, clean, and conducive learning environments. The program rests on the principle that education is not solely the responsibility of teachers and administrators but a collaborative endeavor that requires the active participation of parents, local government units, non-government organizations, private businesses, and community members.

Brigada Eskwela was institutionalized through DepEd Memorandum No. 24, s. 2008, which formalized the program as a nationwide initiative. Its objectives

include promoting volunteerism, resource mobilization, and community ownership of schools. The program reflects the broader policy thrust of the Philippine government toward school-based management, which decentralizes decision-making and empowers schools to engage stakeholders in planning and implementation. By encouraging partnerships, Brigada Eskwela aligns with the constitutional mandate that education should be accessible, equitable, and participatory. Over the years, Brigada Eskwela has evolved from a simple clean-up drive into a comprehensive school-community partnership program. Stakeholders also now contribute not only through physical labor but also by providing financial resources, materials, technical expertise, and innovative solutions to school challenges. This transformation underscores the growing recognition that sustainable education requires multi-sectoral collaboration.

Stakeholders' participation is a cornerstone of effective educational governance. In Brigada Eskwela, stakeholders are involved in planning activities, mobilizing resources, implementing school

improvement initiatives, and monitoring and evaluating. Their contributions range from financial donations and material support to volunteer services and technical assistance. Such participation fosters a sense of ownership and accountability among community members, reinforcing the idea that schools are integral parts of the community fabric. Research has shown that strong school-community partnerships lead to improved student outcomes, enhanced school facilities, and greater community trust in educational institutions. In the context of Brigada Eskwela, stakeholder involvement directly impacts school readiness and the physical learning environment, ensuring that classrooms are safe, functional, and welcoming to learners.

In Sorsogon City, Brigada Eskwela has been regularly implemented across public schools, reflecting the community's commitment to education. However, the extent and quality of stakeholder participation vary from one school to another. Some schools benefit from robust support from local government units, private businesses, and civic organizations, while others struggle with limited resources and volunteer turnout. These disparities highlight the need to assess stakeholder participation systematically and to develop a sustainability plan that ensures equitable and consistent support across schools. Sorsogon City, being a developing urban center, faces challenges such as limited financial resources, competing community priorities, and logistical constraints. Despite these, the city has a strong tradition of bayanihan, which Brigada Eskwela seeks to harness. Understanding how stakeholders participate, what forms of support they provide, and what challenges they encounter is crucial in designing interventions that strengthen school-community partnerships.

From a theoretical perspective, this study contributes to the discourse on participatory governance in education, highlighting how community involvement can be structured and sustained. It draws on frameworks of social capital theory, which emphasize the role of networks, trust, and reciprocity in collective action. In practical terms, the study provides insights for school administrators, policymakers, and community leaders on how to strengthen partnerships

that directly benefit learners. A sustainable partnership plan ensures that Brigada Eskwela is not merely a one-week event but a continuous process of collaboration. It envisions schools as hubs of community development, where stakeholders regularly engage in planning, resource sharing, and monitoring of educational outcomes.

This study establishes Brigada Eskwela as a vital program that embodies the spirit of community participation in education. It situates the research within the broader context of participatory governance, resource mobilization, and sustainable development. By focusing on Sorsogon City, the study provides localized insights that can inform both policy and practice. Ultimately, this research seeks to contribute to the development of a sustainable school-community partnership plan that strengthens educational outcomes and fosters community empowerment.

The justification for undertaking this study is strengthened by the researcher's current role as the Senior Education Program Specialist for Social Mobilization in the Schools Division of Sorsogon City. This position provides direct responsibility for coordinating stakeholder engagement, mobilizing community resources, and ensuring the effective implementation of programs such as Brigada Eskwela. With firsthand knowledge of the dynamics of school-community partnerships, the researcher is uniquely positioned to examine the extent of stakeholder participation, identify gaps in collaboration, and propose evidence-based strategies for sustainability. The professional vantage point ensures that the study is not only academically rigorous but also grounded in the lived realities of schools and communities in the division.

Furthermore, the researcher's role entails continuous interaction with school heads, teachers, parents, local government units, and private partners, making the study both timely and necessary. As the division's focal person for social mobilization, the researcher has observed varying levels of participation and commitment among stakeholders, as well as recurring challenges in sustaining partnerships beyond Brigada

Eskwela week. This study, therefore, serves as a professional response to the pressing need for a structured and sustainable school–community partnership plan. By leveraging both academic inquiry and administrative experience, the researcher aims to produce findings and recommendations that are immediately applicable to policy formulation, program enhancement, and long-term educational development in Sorsogon City.

This study explored the insights of the stakeholder in their participation in Brigada Eskwela in public schools in Sorsogon City as a basis for developing a sustainable school–community partnership plan.

The study looked into stakeholders' insights on their participation in the Brigada Eskwela on planning activities, resource mobilization, implementation of school improvement initiatives, monitoring and evaluation. Likewise, the forms in which stakeholders' provide support such as but not limited to financial support, material donations, volunteer services, and technical assistance were also identified in this study. The stakeholders also identified the different challenges they have encountered in the implementation of Brigada Eskwela. The study also described how stakeholders' participation in the improving school readiness and physical learning environment. The research was limited to public schools in Sorsogon City and did not include private schools or institutions outside the division.

The focus was on stakeholder participation specifically within the framework of Brigada Eskwela, excluding other forms of community involvement in education, such as Parent–Teacher Association activities or local government programs unrelated to Brigada Eskwela. The study was also confined to the perspectives and experiences of stakeholders directly engaged in Brigada Eskwela, such as school heads, teachers, parents, local government units, non-government organizations, and private partners.

The results of the study benefitted mainly the Department of Education. Teachers, Administrators and School Heads also benefitted from the study. The parents, students, local communities, local government unit (LGU) and non – government

organization (NGO) likewise benefitted from the results of the study.

METHODOLOGY

This study adopted a qualitative phenomenological design to capture the lived experiences of stakeholders participating in Brigada Eskwela in Sorsogon City. Phenomenology is appropriate because it seeks to uncover the essence of human experiences, focusing on meanings rather than mere descriptions (Van Manen, 1990). By employing this design, the researcher was able to explore how school heads, teachers, parents, students, and community partners perceive their involvement, the challenges they encounter, and the sustainability of their participation. Unlike quantitative approaches that measure frequency or magnitude, phenomenology emphasized depth, context, and interpretation, making it ideal for understanding the cultural and governance dimensions of Brigada Eskwela.

The study was participated by a pool of respondents/participants, selected purposively. They were also the concerned individuals participating in the Brigada Eskwela. There were seven (7) PTA Presidents, six (6) Brgy. Officials, three (3) community members, one (1) local youth leader and one (1) coming from a non – government organization (NGO).

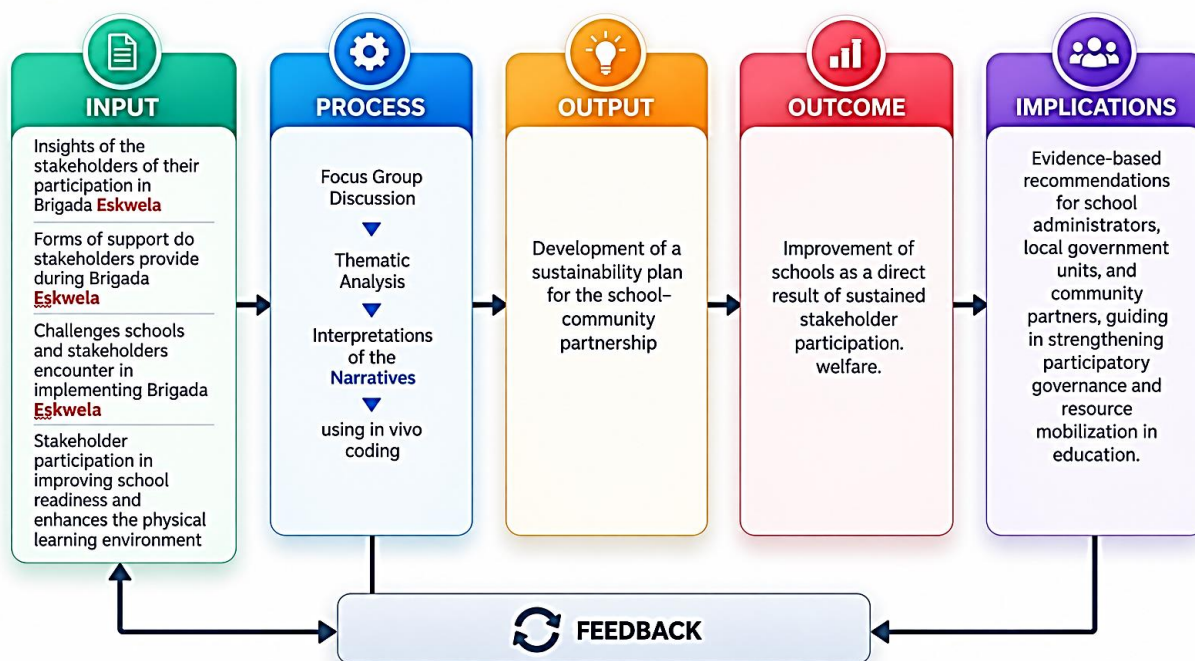
The primary instruments was an interview guide and an FGD guide, both containing open-ended questions designed to elicit rich narratives. Questions focused on stakeholder roles, forms of support, perceived impact on school readiness, challenges encountered, and suggestions for sustainability. These instruments were validated by three experts in educational research to ensure clarity, relevance, and alignment with the study's objectives.

Data analysis followed Colaizzi's phenomenological method (1978), which involves seven systematic steps: (1) reading all transcripts for immersion, (2) extracting significant statements, (3) formulating meanings, (4) clustering themes, (5) developing exhaustive descriptions, (6) identifying the fundamental structure, and (7) validating findings through member checking. This rigorous process

ensured that the essence of stakeholder experiences was faithfully captured. Themes such as forms of support, leadership roles, challenges, and sustainability were identified and connected to the theoretical framework. Member checking was

conducted by presenting preliminary findings to participants, allowing them to confirm or clarify interpretations. This enhanced the credibility and trustworthiness of the study.

Figure 1 Conceptual Paradigm



RESULTS AND DISCUSSIONS

1. Insights of Stakeholders on Participation on Brigada Eskwela

The qualitative findings regarding stakeholder insights into planning activities reveal a fundamental shift from traditional top-down administration toward a decentralized, collaborative model of school governance. Rather than operating as passive recipients of administrative directives, school heads, barangay officials, teachers, and parent representatives engage in joint consensus-building. The emergence of the theme Collective Decision aligns directly with Ansell and Gash's (2018) framework of collaborative governance platforms, which posits that public sector initiatives achieve sustained success when external partners are embedded throughout the decision-making lifecycle rather than merely consulted for superficial approval. Moving beyond tokenistic participation fosters genuine collective agency and a

shared sense of psychological ownership over school targets—a factor critical for the long-term sustainability of facility repairs and institutional maintenance (Nguyen et al., 2020).

Furthermore, the democratic prioritization mechanism reflected in Voted Simulation highlights an institutional move toward grassroots deliberative democracy. By utilizing non-hierarchical voting to determine urgency in school repair projects, schools effectively mitigate the risk of "elite capture," where only high-status or vocal stakeholders dictate priorities. As noted by Sahlberg and Walker (2021), decentralized decision-making processes that accord equal voice to parents elevate the Parent-Teacher Association (PTA) from an auxiliary fundraising unit into a substantive governing partner built on relational trust. Additionally, the sub-theme of Providing Technical Advice illustrates how schools tap into local social capital by integrating the specialized knowledge

of community tradespeople—such as local carpenters, electricians, and painters—during pre-implementation site assessments (Ishii, 2022). Deferring to grassroots experts for material estimations and structural assessments optimizes resource allocation, minimizes fiscal waste, and operationalizes what UNESCO (2023) defines as a Resilient School Ecosystem, where educational institutions function as true extensions of their community's collective skills and assets.

In terms of resource mobilization, stakeholder insights reflect a strategic pivot away from exclusive reliance on central government budgets toward a localized, community-driven model of sustainability. To bridge institutional budget deficits, stakeholders deploy Customized Resourceful Strategies, tapping into local business partnerships, alumni networks, and digital platforms to generate funds and materials (Castro et al., 2022). Rather than viewing resource generation as a burdensome financial extraction, community partners frame their contributions as shared investments in the welfare of local learners. This decentralized approach creates a transparent ecosystem of mutual accountability; when community members directly participate in sourcing supplies and seeing them allocated efficiently, their institutional trust deepens (Epstein, 2018; World Bank, 2022). Consequently, stakeholder engagement transforms resource mobilization from a sporadic donation drive into a continuous, year-round pipeline of material and financial support.

During the phase of school improvement implementation, stakeholder insights focus on operational synergy, physical labor equity, and collective stewardship. The physical repair, painting, and restoration of learning spaces serve as the concrete manifestation of the plans established during the preparatory stage (Lapada et al., 2020). Hands-on involvement by parents, local government personnel, and civic volunteers turns abstract administrative goals into an active expression of the traditional Bayanihan spirit. Direct physical participation instills a deep sense of civic pride among stakeholders; individuals who personally contribute labor to refurbish desks or repaint classrooms develop a protective attitude toward school property (OECD, 2020). This shared

stewardship ensures that community members remain active guardians of the school's physical environment long after the official Brigada Eskwela week concludes.

Regarding monitoring and evaluation, stakeholder insights highlight the importance of social accountability, transparency, and continuous organizational learning. Rather than treating evaluation as an intimidating or purely bureaucratic compliance task, stakeholders recognize grassroots oversight as a vital feedback loop (Fox, 2020). Involving community representatives in tracking project completion, auditing donated materials, and assessing the quality of physical repairs ensures total transparency in resource utilization (World Bank, 2021). This collaborative appraisal process allows school administrators and community partners to jointly evaluate operational bottlenecks, celebrate shared achievements, and gather empirical insights. Post-implementation evaluation acts as a strategic bridge that directly informs and refines the planning phase of subsequent Brigada Eskwela cycles (OECD, 2023).

2. Forms of Stakeholders' Support During Brigada Eskwela

The multifaceted support provided by stakeholders during Brigada Eskwela reflects a significant transition from passive public participation to an active, resource-integrated governance model. Rather than relying solely on centralized government provisions, schools actively cultivate a localized ecosystem sustained by financial contributions, material donations, volunteer services, and technical assistance.

Financial mobilization during Brigada Eskwela operates on a psychological shift from "mandated fee collection" to "voluntary community reinvestment." The qualitative findings under the theme A Way of Giving Back to the Community demonstrate that financial support is rooted in Reciprocal Altruism (Fehr & Gächter, 2018), where community members, alumni, and local business owners contribute to public institutions out of a shared commitment to social well-being. Furthermore, aligning financial drives with

teacher-provided lists of needs operationalizes Participatory Budgeting (Wampler et al., 2019). When donors observe that their cash contributions are tied to verified, transparent classroom priorities, institutional trust deepens, significantly increasing the likelihood of sustained future giving.

The findings under The School is Always Short of Small but Critical Items highlight a persistent challenge in public education finance—the micro-logistical deficit. While state funds often cover major infrastructure or operational expenses, small essential supplies (e.g., paint, nails, electrical wiring, cleaning and hygiene products) are frequently undersupplied. Material donations from local government units (LGUs), private partners, and parents perform what organizational theorists term Operational Smoothing (Barrett, 2020). By filling these immediate material gaps, stakeholders eliminate minor logistical bottlenecks that could otherwise stall major repair work or delay school readiness.

Regarding volunteer services, the theme You Can Feel the Communal Unity provides empirical evidence for Social Capital Theory (Putnam, 2021). The collective physical labor provided by parents, teachers, and civic groups during cleaning, repair, and landscaping acts as the structural glue of community-school partnerships. The informal social interactions embedded within volunteer work—such as sharing meals and collaborating on physical tasks—transform the school into a "Third Place" (Oldenburg, 2019), a neutral community anchor where civic identity is reaffirmed. This intrinsic motivation lowers the psychological cost of volunteer labor and sustains long-term engagement across successive school cycles.

In terms of technical assistance, the theme Using My Expertise to Help the School Save Costs highlights the emergence of Professionalized Volunteerism. When local carpenters, electricians, IT specialists, nurses, and engineers contribute specialized services, they provide high-value intellectual and technical capital (Ishii, 2022). Tapping into the professional skills of the local community allows school heads to execute structural repairs, electrical overhauls, and sanitation setups that meet technical standards without drawing

on scarce operational budgets. These pro bono services ensure long-term facility durability while significantly reducing the school's reliance on costly commercial contractors.

3. Challenges Encountered in Implementing Brigada Eskwela

Public academic institutions frequently face severe budgetary constraints that restrict their ability to build modern, resource-rich learning environments. Although stakeholder engagement acts as a vital resource multiplier, schools encounter significant challenges when local contributions fail to meet baseline operational needs. Through the lens of *Social Capital Theory*, Agi (2021) demonstrates that schools in socioeconomically depressed areas often struggle to mobilize sufficient external resources compared to those in affluent centers, widening educational equity gaps. Furthermore, while co-financing and community partnerships can help bypass bureaucratic delays in upgrading facilities (Cravens et al., 2022), unpredictable financial contributions and material shortages create severe planning bottlenecks. When localized fundraising falls short, routine maintenance stalls, forcing school heads back into reliance on slow, centralized funding channels (Kaparou & Bush, 2021).

Transitioning a school from an impersonal facility into a shared community space relies heavily on the Filipino spirit of *Bayanihan*. However, sustaining voluntary labor across successive maintenance cycles presents a major operational challenge. Organizational research highlights that maintaining *psychological ownership* (Raza et al., 2023) requires continuous engagement; when stakeholder participation is concentrated into a single week, volunteer fatigue sets in. Schools frequently suffer from unpredictable daily volunteer turnout, a lack of skilled tradespeople on weekdays, and uneven distribution of physical labor among parent bodies. Without formal structures to institutionalize year-round volunteer shifts, routine upkeep lapses into structural neglect, forcing schools into expensive, reactive repairs right before class opening.

In disaster-prone regions like the Bicol area, environmental hazards severely strain Brigada Eskwela implementation schedules. Recurring typhoons, heavy rains, and flooding frequently undo recently completed repairs—such as repainted facades or restored roofs—creating cycles of wasted resources and volunteer frustration. As Marfai et al. (2020) argue, post-disaster recovery timelines depend heavily on localized disaster risk reduction management (DRRM) networks. When local clearing crews and school-level emergency forces lack specialized equipment or immediate funding, instructional downtime lengthens. Aligning school emergency protocols with broader municipal frameworks (Mamlo, 2021) remains an ongoing challenge, particularly when local government units (LGUs) are simultaneously overwhelmed by regional disaster response.

Maintaining campus health and sanitation facilities presents continuous logistical friction. While initial Brigada Eskwela efforts successfully mobilize volunteers to clean and build Water, Sanitation, and Hygiene (WASH) stations, maintaining operational consistency throughout the school year remains a persistent hurdle. As Chard et al. (2019) emphasize, keeping WASH infrastructure functional requires active, rotating community management; without continuous supplies of disinfectant, water, and soap, facilities rapidly deteriorate, leading to increased student absenteeism. Similarly, ecological projects like *Gulayan sa Paaralan* face maintenance failures during long school breaks or extreme weather conditions when volunteer coverage drops (Waller et al., 2020), threatening both ambient climate benefits and school nutrition support.

Modernizing physical learning spaces requires integrating 21st-century technological infrastructure while preserving local cultural identity. However, schools face steep technical and cultural challenges during implementation. While local technical partnerships help install network cabling or secure computer hardware (Istanić, 2021), rural and low-resource schools frequently lack the technical expertise needed to maintain complex digital systems once initial volunteer support ends. Concurrently,

balancing modern infrastructure with regional heritage requires deliberate effort. As Castagno and Brayboy (2021) note, incorporating local iconography and indigenous materials (*Kulturang Bikolnon*) into campus design builds student self-efficacy; yet, cultural integration is often sidelined during rushed pre-opening preparations in favor of basic physical compliance.

4. Impact of Stakeholder Participation on School Readiness and the Physical Learning Environment

Stakeholder participation significantly enhances school readiness and the physical learning environment by transforming the campus from an isolated administrative facility into a secure, functional, and community-supported sanctuary for learning. When parents, local government leaders, alumni, and community volunteers actively collaborate during Brigada Eskwela, their joint efforts move beyond basic cosmetic repairs to establish a "Physical Infrastructure of Dignity." Upgrading perimeter security, repairing broken windows, and securing classroom doors do not merely serve as tactical safety measures; they create symbolic boundaries that reinforce the school's standing as a haven, deepening parental trust and strengthening the psychological bond between the home and the school (Hoyle et al., 2019). Furthermore, integrating green spaces like the Gulayan sa Paaralan and vibrant, student-led murals introduces principles of biophilic design into the educational environment. Physical spatial parameters—including natural lighting, indoor air quality, visual vibrancy, and spatial order—can account for up to 16% of a student's academic progress (Barrett et al., 2019). By transforming aging, utilitarian structures into welcoming and visually stimulating spaces, stakeholder engagement directly alleviates student cognitive fatigue, elevates morale, and instills institutional pride.

In addition to enhancing psychological well-being and campus aesthetics, active community participation builds structural resilience, mitigates operational risks, and guarantees instructional continuity. In disaster-prone regions frequently exposed to severe weather, proactive maintenance initiatives—such as waterproofing roofs, repairing ceiling panels, and

reinforcing drainage systems—eliminate vulnerabilities that would otherwise cause severe classroom leaks and structural damage during the rainy season. Addressing these physical defects through localized volunteer labor directly prevents "instructional time loss" caused by unscheduled facility closures, ensuring that physical spaces reliably support pedagogical continuity (O'Sullivan & Killeen, 2021). Furthermore, systematically eliminating physical hazards—such as capping exposed electrical wiring, clearing debris, and repairing unstable furniture—allows the school to achieve a zero-hazard rating. Prioritizing physical safety over superficial surface touch-ups grants the school a vital "Social License to Operate," upholding children's fundamental right to a secure, non-threatening learning space (UNICEF, 2021).

Simultaneously, stakeholder contributions to campus Water, Sanitation, and Hygiene (WASH) infrastructure directly optimize students' biological and physical readiness for the opening of classes. Grounded in the Health-Promoting Schools (HPS) framework, environmental interventions—such as constructing accessible, functional handwashing facilities and maintaining clean restrooms—utilize the physical space to embed positive hygiene habits into everyday student behavior (World Health Organization, 2020). Active community management and regular volunteer maintenance shifts ensure that sanitation facilities remain operational from day one. Well-maintained WASH infrastructure leads to a measurable drop in transmissible childhood illnesses, directly curbing preventable student absenteeism and keeping learners present in the classroom (Chard et al., 2019).

The physical transformation achieved through stakeholder participation generates a self-reinforcing feedback loop that sustains long-term school readiness. Presenting a clean, safe, and fully equipped campus on the first day of school communicates to students that their broader community actively values their education and well-being. This tangible demonstration of community care boosts student enthusiasm and behavioral engagement upon their return to school. For the stakeholders, seeing the

immediate, visible results of their physical labor builds deep psychological ownership and collective pride. When these contributions are validated through symbolic community recognition, social appreciation, and shared social rituals, stakeholders feel genuinely affirmed as indispensable partners in education, thereby institutionalizing a continuous commitment to maintaining the school's physical learning environment throughout the entire academic year (Honneth, 2021).

5. Proposed Sustainability Plan for School–Community Partnership to Improve Brigada Eskwela Implementation

To address the limitations of treating Brigada Eskwela as an isolated, one-week event, a comprehensive sustainability plan must transition school-community partnerships into a continuous, institutionalized framework. The qualitative findings demonstrate that long-term viability requires balancing formal legal structures with cultural social capital, integrating educational priorities into local municipal governance, operationalizing year-round facility maintenance, fostering community reciprocity, and establishing data-driven monitoring mechanisms.

Sustaining community engagement beyond the initial pre-opening week requires an approach rooted in Embedded Governance. While formal instruments—such as Memorandums of Agreement (MOA)—establish the necessary legal architecture and institutional accountability for partnerships, legal mandates alone are insufficient to maintain volunteer enthusiasm over time. Incorporating culturally rooted traditions, such as communal meals (salo-salo) and informal social debriefs, leverages local social bonding. As Putnam (2021) argues, these informal social rituals convert transactional administrative exchanges into genuine communal relationships, lowering the psychological burden of civic engagement and ensuring that stakeholders remain actively invested across multiple project cycles.

A primary structural vulnerability in school-community partnerships is the reliance on ad-hoc, solicitation-based fundraising. Institutionalizing partnership sustainability requires embedding school

representatives into Local Development Councils (LDCs) and aligning school improvement plans directly with municipal budgeting cycles and the Special Education Fund (SEF). As Wampler et al. (2019) emphasize in their analysis of participatory budgeting, moving from a solicitation model to a budgeted-governance model provides predictable public financing. Securing structured municipal backing reduces dependence on volatile, private donations and establishes fiscal sustainability for long-term educational infrastructure.

Transitioning from reactive repairs to a Proactive Facility Maintenance Lifecycle—through initiatives such as "Satur-Brigada" sessions and a "Parent-Skills Registry"—eliminates the severe logistical bottlenecks that occur when labor is compressed into a single week. Grounded in Lean Management principles and Asset-Based Community Development (ABCD), mapping and crowdsourcing local professional expertise (e.g., carpenters, electricians, IT specialists) creates a responsive skills pipeline (Ishii, 2022). Distributing maintenance tasks throughout the academic year prevents volunteer burnout, optimizes resource allocation, and ensures continuous facility readiness.

Transforming the school into a Community Hub fosters deep psychological ownership among stakeholders. Grounded in Oldenburg's (2019) Third Place Theory, when schools open their facilities during non-instructional hours for medical missions, livelihood workshops, and civic gatherings, they cease to be perceived as distant, state-run institutions. Instead, the community embraces the campus as a vital local asset. This reciprocal integration creates a self-sustaining cycle where the community naturally protects, maintains, and invests in facilities that directly serve their collective well-being.

To ensure resilience and continuous improvement, the sustainability plan must incorporate a clear feedback loop anchored in empirical performance indicators. Transitioning from subjective perceptions of success to quantitative metrics—such as tracking the percentage of repair requests resolved through the Parent-Skills Registry or monitoring volunteer

retention rates—provides the transparent evidence required by corporate donors and government partners. Establishing measurable benchmarks for both infrastructure resilience and community engagement secures fiscal credibility and safeguards the long-term viability of the partnership.

CONCLUSION

Stakeholder engagement is most effective when school leadership shifts from top-down directives to a collaborative model that values social bonding and visual proof of impact over formal administrative reporting. Beyond manual labor, the most valuable contributions come from "Professionalized Volunteerism" and targeted donations of critical materials, which bridge the gap between institutional budget deficits and operational needs. Active stakeholder participation acts as a primary catalyst for institutional readiness, ensuring that school facilities are physically dry, secure, and conducive to learning by the opening of classes.

Implementation is undermined by logistical inefficiencies, economic conflicts for volunteers, and a sense of inequity, all of which erode motivation and lead to diminished participation over time. Long-term partnership success depends on institutionalizing maintenance through year-round policies, integrating school needs into municipal governance, and fostering a culture of reciprocity where the school serves as an accessible hub for the entire community.

RECOMMENDATION

For Stakeholder Participation there is a need to implement a "Collaborative Planning Workshop" before the maintenance cycle begins, where school leadership and community representatives jointly audit facility needs to ensure transparency and foster shared ownership from the outset.

Schools may establish an "Expert-Volunteer Registry" during the school enrollment process to actively identify and database the professional skills of parents (e.g., electricians, plumbers, IT specialists) so their high-value technical assistance can be efficiently deployed.

There should be a formalized a "Zero-Hazard Inspection Protocol" that involves both teachers and PTA leaders in conducting a site-wide walkthrough weeks before class starts, ensuring that all physical and sanitation upgrades are validated and officially ready for instruction.

Adopt a "Flexible Volunteer Schedule" that offers weekend-based maintenance shifts and task-specific roles to accommodate the economic livelihood needs of working parents and prevent the burnout associated with rigid, weekday-only requirements.

Institutionalize the partnership by establishing a "School-Community Governance Council" that meets quarterly to align school maintenance needs with municipal development plans and ensure that the school remains a year-round, accessible hub for community activities.

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